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Teach me to help

Teach Me to Help | Teach Me to Help

Course "Designing Online Courses in Social Work Education"
Impact study

October

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Erasmus + project: "Teach Me To Help"

Project No 2022-1-RO01-KA210-VET-000085029

Partners

- ❖ ROMANIA, DAS ARAD
- ❖ ITALY, I.V.I.
- ❖ CYPRUS, O.P.E.I.
- ❖ ROMANIA, CELIZ INTERNATIONAL CENTER
- ❖ FRANCE, ORIENSYS

1.   Contents

1. Introduction

1.1 Background of the Study: Presentation of the course, number of participants, duration and objectives.

The "Teach Me to Help" project was an innovative initiative launched in response to the growing need for accessible and adapted online education for people with disabilities. As part of this project, the course *"Designing Online Courses in Social Work Education"* was designed and implemented with the objective of equipping social work practitioners and specialists with the essential skills to design and teach effective and inclusive online courses adapted to the diverse needs of people with disabilities.

This training session, held on 12 October 2023 at Hotel Leon & Spa in Arad, marked a key moment in the "Teach Me to Help" project. The event brought together professionals and practitioners from DAS Arad (Directorate of Social Assistance Arad), representing 21 participants actively involved in the field of social assistance. These participants were carefully selected to ensure diversity in experience and expertise, thus providing a comprehensive perspective on the impact and relevance of the course in different professional contexts.

In recent years, access to education for people with disabilities has become a global priority. Despite technological advances, there is still a significant gap in the resources and skills needed to provide an authentic and inclusive learning experience. With this in mind, the Teach Me to Help project is committed to filling this gap by focusing on equipping social care professionals with the skills and knowledge to design and deliver online courses that are suitable for all categories of people with disabilities.

In this training session, participants were exposed to innovative approaches to curriculum design and teaching methods, taking into account the diversity of needs and abilities of students with disabilities. Specific interaction and engagement techniques aimed at creating an empathetic and supportive learning environment were also explored.

This impact study aims to evaluate the effectiveness of this training session in meeting the objectives of the "Teach Me to Help" project. By collecting and analysing data on participants' feedback, knowledge gained and its applicability in practice, we will assess how well this course has succeeded in improving participants' skills and contributing to a more inclusive educational environment for people with disabilities.

1.2 Methodology: Description of the methods used for data collection and analysis

This impact study has been carefully designed to evaluate in depth the results of the training session conducted within the "Teach Me to Help" project. Our methodology is based on a mixed-methods approach, combining both quantitative and qualitative data to gain a comprehensive understanding of the impact of the course on participants and the community within DAS Arad.

1. **Evaluation questionnaires:** At the beginning and end of the training session, participants completed detailed questionnaires. The first questionnaires assessed the level of knowledge and skills before the start of the course, while the final ones assessed the level of understanding and application of the knowledge acquired. These questionnaires provided essential quantitative data to assess the progress of each participant.

2. **Focus groups:** We held focus groups with participants to collect detailed qualitative feedback. These discussions provided information about participants' personal experiences during the course as well as their perspectives on the applicability of the new knowledge in their daily practice.

3. **Direct observations:** Our team conducted direct observations during the training session to assess participants' level of engagement and how they interacted with the training materials and other colleagues.

4. **Data analysis**: The collected data were analysed using google forms for qualitative analysis. This allowed us to assess not only the overall level of improvement, but also to identify specific areas where participants strengthened their knowledge and skills.

Through this robust and balanced methodology, we are confident that we will gain a comprehensive picture of how this training session contributed to the objectives of the Teach Me to Help project.

2. Participants

2.1 Profile of Participants: Professional categories, previous experience in inclusive education and online courses.

The participants in this training session represent a diverse group of professionals employed within DAS Arad. These employees occupy a variety of positions in the social work field, including management and specialist positions. According to the registration form, the profile of the participants is as follows:

Director General: 1 participant
Senior Social Workers: 3 participants
Social workers: 8 participants
Heads of Service: 4 participants
Heads of Centre - Rainbow Complex: 1 participant
Specialty Inspectors: 4 participants
Advisers: 8 participants
Of the 21 participants, 19 are social workers with various specialisations (including economists and lawyers specialising in social work), and 2 are social workers in related professions.

This diversity in the functions and specialisations of the participants brings a range of perspectives and experiences to the training, which enriches the exchange of knowledge and experience within the group.

In terms of their experience in designing online courses, 20 of the 21 participants indicated that they were at a beginner level in this area, while one person indicated an intermediate level of competence.

This distribution reflects the increased interest and need to develop strong skills and knowledge in online course design and delivery among social work practitioners.

The participants, most of whom are new to online course design, benefited from a learning environment tailored to their needs. The training programme was structured to cover both the fundamental and intermediate aspects of online course design, thus providing an appropriate learning path for each participant.

This allowed a diverse group of professionals to develop their skills in an environment that was accessible to them and where they could progress at their own pace. This differentiation in levels of experience also provided significant opportunities for knowledge sharing between participants and fostered collaboration in training sessions.

This diversity in the experience levels of the participants contributed to a dynamic and interactive learning environment where each participant was able to make valuable contributions and benefit from the experience and perspective of others.

2.2 Engagement and Participation: Attendance, involvement in discussions, completion of assignments and participation in assessments.

Course participants were highly motivated to participate, expressing various reasons for their involvement:

Personal development and skills development: Most participants mentioned their desire to develoPAGE * personally and professionally. They saw this course as the ideal opportunity to improve their skills and MERGEF learn new skills. ORMAT 2

Relationship with beneficiaries: A significant number of participants saw the course as a means to improve their relationship with the beneficiaries they work with and their families. They anticipated that the knowledge and techniques acquired in this course would help them provide better and more tailored assistance to their beneficiaries' needs.

Interest and need: For many of the participants, this course was not only a professional necessity but also a personal passion. Their interest in the subject and their desire to learn new things motivated them to get actively involved in the course activities.

Helping colleagues and other professionals: Course participants highlighted a crucial aspect of their motivation: a desire to help colleagues and other professionals overcome the challenges of working with people with disabilities. Many mentioned that in the social work field, where efforts to provide adequate support can be overwhelming, it is essential that professionals help each other. Social workers are aware that supporting each other can create a healthier and more supportive environment in social work. An important aspect highlighted by these participants was the emotional and mental impact of their work. Working with people with disabilities can be extremely demanding and emotionally draining. Therefore, these professionals are concerned not only with their own well-being but also with the well-being of their colleagues. They see training and mutual support as essential to prevent burnout and to maintain a high quality of service delivery.

These varied motivations contributed to a dynamic and interactive learning environment, where participants were not only learners but also active contributors, bringing their own experiences and perspectives to the learning process.

The course participants were actively involved in the proposed activities, standing out for their constant presence and deep involvement in discussions and teamwork. The expository method facilitated not only a theoretical understanding of the diversity of disabilities, but also a practical and interactive exploration of optimal ways of teaching and interaction.

Involvement in discussions and teamwork:

During the sessions, participants engaged in lively and constructive discussions. They brought varied perspectives on how teaching methods can be adapted to specific types of disabilities. This diversity of ideas enriched the debates and opened up new horizons in approaching inclusive education.

Also, the organisation into *four groups*, each focusing on a specific type of functional disability (Group 1: Working with people with physical disabilities, Group 2: Working with people with sensory disabilities, Group 3: Working with people with intellectual disabilities and Group 4: Working with people with personality disorders), encouraged collaboration and synergy. These teams worked together to develop tailored course solutions and strategies appropriate for each disability category. This approach facilitated a deeper understanding of specific needs and effective ways to interact with each beneficiary group.

Attendance and participation:

Participants demonstrated consistent commitment throughout the course. They attended all sessions and actively participated in the proposed activities. This continuous involvement was a crucial factor in the success of the course, contributing to the positive and collaborative atmosphere within the group.

This intense group activity and their constant interaction highlighted not only their level of knowledge, but also their ability to quickly and effectively apply the new concepts in their professional context.

3. Initial Assessment

3.1 Purpose: To identify participants' initial knowledge and skills in online course design and delivery.

The 21 participants completed the online initial evaluation form at the start of the course and the results are as follows:
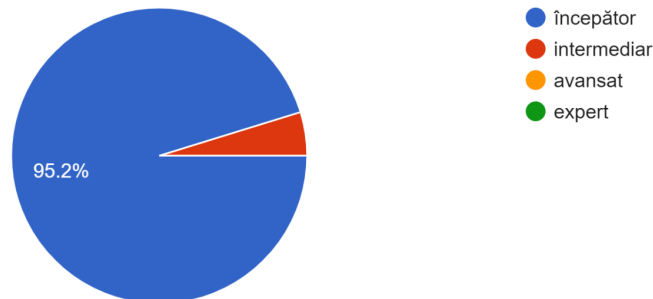
a). Level of experience in designing online courses:
Beginners: 20 participants (95%)
Intermediaries: 1 participant (5%)

Fig. Answers question 2

Care este nivelul dvs. de experiență în proiectarea cursurilor online?

21 responses

- începător
- intermediar
- avansat
- expert

95.2%

b). Expectations regarding participation in the course:

Participants expressed their expectations in a diverse way, reflecting the variety of their needs in the course:
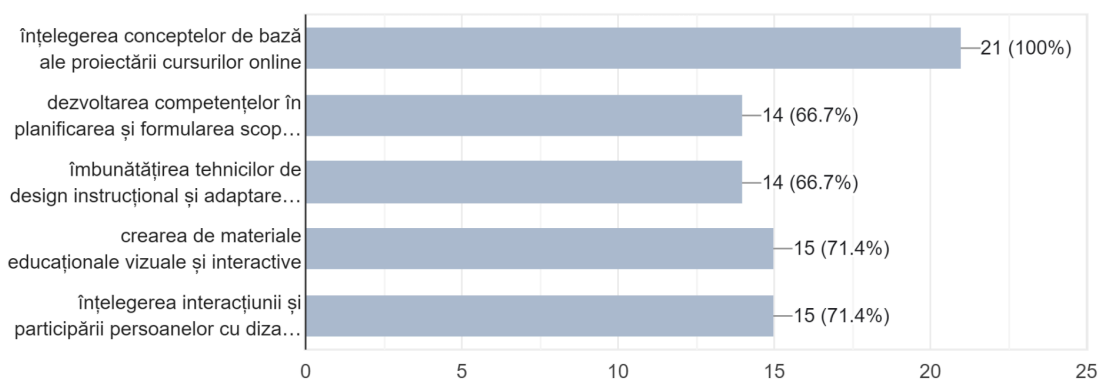
- understanding of basic concepts of online course design: 100%
- developing skills in planning and formulating course aims: 66.7%
- improving instructional design techniques and adapting methods for the diversity of participants: 66.7%
- creation of visual and interactive educational materials: 66.7%
- understanding of interaction and participation of people with disabilities in online courses: 71.4%

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Fig. Answers question 3

Care sunt așteptările dvs. privind participarea la curs? (Selectează una sau mai multe variante. Pentru "other/altele" te rugăm să specifici.)

21 responses

înțelegerea conceptelor de bază ale proiectării cursurilor online	21 (100%)
dezvoltarea competențelor în planificarea și formularea scop…	14 (66.7%)
îmbunătățirea tehnicilor de design instrucțional și adaptare…	14 (66.7%)
crearea de materiale educaționale vizuale și interactive	15 (71.4%)
înțelegerea interacțiunii și participării persoanelor cu diza…	15 (71.4%)

c) Degree of comfort with the use of technology:

Very Comfortable: 19% (4 people)
Comfortable: 42.9% (9 people)
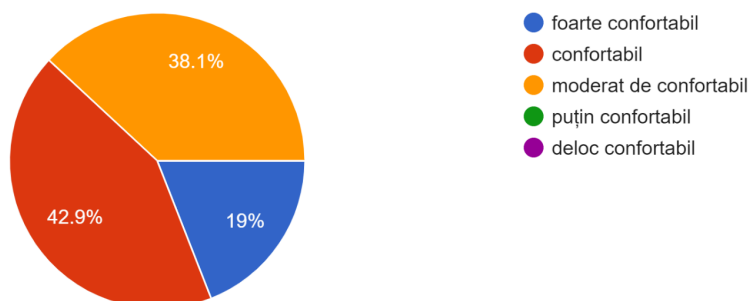Moderately Comfortable: 38.1% (8 people)
Somewhat Comfortable: 0%
Not at all Comfortable: 0%

Fig. Answers question 4

Cât de confortabil vă simțiți cu folosirea tehnologiei?
21 responses

- ● foarte confortabil
- ● confortabil
- ● moderat de confortabil
- ● puțin confortabil
- ● deloc confortabil

d). Motivation for attending the course:

Participants had a variety of motivations for getting involved in the course, including:

2. **Personal development:** Willing to develop and improve personal skills.
3. **Willingness to learn:** They are motivated by their thirst for knowledge and desire to learn new things.
4. **Impact on beneficiaries:** I believe the course will help them interact more effectively with their beneficiaries.
5. **Acquiring new skills:** Willing to develop new skills in designing and teaching online courses.
6. **Need for personal development:** they consider the course necessary for their personal and professional development.
7. **Interest in the subject:** they are interested in the subject of the course and want to deepen their knowledge in this field.
8. **The opportunity for lifelong learning:** I see the course as an opportunity to learn new things and develop my professional skills.
9. **Helping others:** They want to develop their skills to help colleagues and others they work with.

These diverse motivations reflect participants' commitment and desire to actively engage in the course and to improve their skills in online course design and delivery.

Fig. Answers question 5

De ce ați ales să participați la acest curs?
21 responses

Acumularea de noi cunoștințe

Pentru a învăța

Pentru a afla cit mai multe lucruri noi

Deoarece este o oportunitate de a învăța ceva nou și de a-mi dezvolta competențele profesionale

Pentru aprofundarea cunoștințelor

Să dobândesc cunoștințe noi

Pentru a - mi dezvolta abilitățile în aceasta directie

Ca sa aflu mai multe lucruri noi

Pentru a afla mai multe lucruri noi

e). The main objective desired from attending the course:

Participants have set various goals they wish to achieve by participating in the online course design course, including:

1. **Improving online skills:** Participants want to improve their online knowledge and skills.
2. **Understanding basic concepts and applying them effectively:** Willing to understand fundamental concepts and apply them effectively in practice.
3. **Effectiveness in teaching children with disabilities:** An important goal is to become more effective in teaching children with disabilities.
4. **Improving relations with people with disabilities:** Want to understand and improve relationships with people with disabilities.
5. **Acquiring competence in online course delivery:** The goal is to become proficient in creating and delivering online courses.
6. **Skills development:** Participants want to develop the skills needed to meet the challenges specific to their field.
7. **Learning new concepts**: Some participants want to learn things they don't already know.
8. **Professional skills development:** Participants aim to develop professional skills in designing and teaching online courses.

9. **Helping children with severe attention deficit**: A specific goal is to learn how to help children with severe attention deficits.
10. **Promoting Inclusive Education:** They want to learn how to design online courses to promote inclusive education among the social service recipients they work with.

Fig. Answers question 6

Care este principalul obiectiv pe care doriți să îl atingeți participând la acest curs?
21 responses

Dezvoltarea abilitatilor

Exoerienta

Îmbunătățirea competentelor de abordare

Să învăț lucruri pe care nu le cunosc

Înțelegerea conceptelor de bază ale proiectării.

Dezvoltare competente

Dezvoltarea competențelor profesionale

Dezvoltarea cunoștințelor și acumularea de informații

Să învăț practic cum să-mi ajut copilul care are deficit atenționat sever!

These objectives reflect the diversity of participants' needs and expectations for the course and demonstrate their desire to develop their skills in online course design and delivery.

3.2 Results and Trends: Main conclusions drawn from the initial evaluation.

The initial evaluation of the participants of the online course design course in social work provided a detailed picture of their level of experience, expectations and motivations. Here are the main conclusions drawn from this initial evaluation:

Varied level of experience: The majority of participants (20 out of 21) indicated that they were at a beginner level in online course design, highlighting a clear need for initial knowledge and skills in this area.

The desire to keep learning: Participants came with diverse expectations, from understanding basic concepts to developing skills for effective teaching of people with disabilities.

Importance of technology: The majority of participants said they were comfortable or very comfortable using technology, which is crucial for online courses.

Diverse motivation: Motivation for participation ranged from a desire to help beneficiaries with disabilities to personal interest in the subject and the need to develop professionally.

Desire for personal development: Another obvious element was the general desire for personal and professional development, evident in the desire to learn new things and improve their skills.

These initial findings will serve as a starting point for structuring the course, ensuring that the needs and expectations of participants are taken into account at every stage of the learning process.

4. Final Evaluation

4.1 Purpose: To assess the knowledge and skills acquired from the course.

The impact study of our online course design in social work provided valuable information through the final evaluation. By completing the online final evaluation form, 20 of the 21 participants provided detailed feedback on their learning experience and how the course influenced their skills and career prospects. Here are the key findings:

a) **Application of knowledge and skills:** Participants highlighted that they appreciated the course most for its practical content and relevance to their professional context. Most identified the adaptation of methods and technologies in the design of online courses as a strength, and these skills were successfully assimilated.

b) **Overcoming difficulties**: Most participants mentioned that they had difficulties in understanding the concepts of interaction and participation of people with disabilities online. However, most emphasised that the group discussions and activities helped them overcome these challenges.

c) **Integration of new techniques**: A significant aspect was the ability of participants to integrate new methods and approaches into their own online course projects. This indicates not only theoretical learning, but also the ability to actually apply new knowledge.

d) **Future application:** Participants expressed confidence that their new knowledge will be applied in concrete ways in their future professional lives and within the department. This action-oriented thinking underlines the practical impact of the course.

e) **Course recommendation:** All participants said they would recommend this course to others, highlighting the value they perceived in their learning process.

Ați recomanda acest curs altora?
20 responses

- ● da
- ● nu

100%
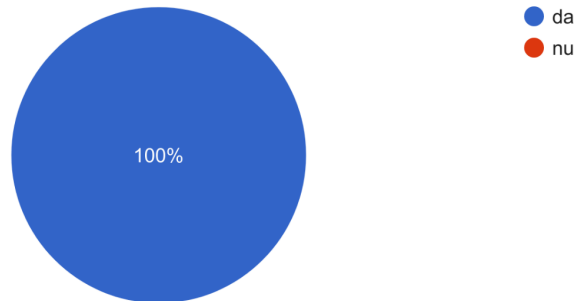
f) Degree of comfort with the use of technology following participation in the course:

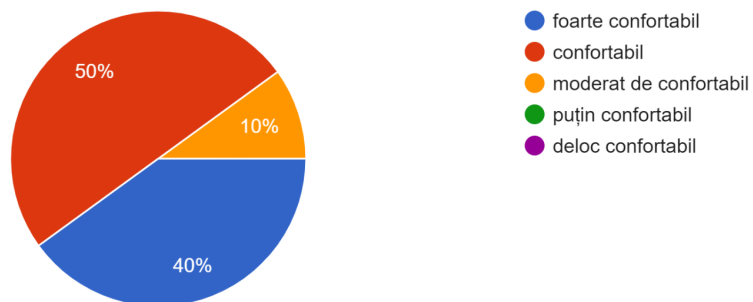Very Comfortable: 42% (8 people)
Comfortable: 47.4% (10 people)
Moderately Comfortable: 10.5% (2 people)
Somewhat Comfortable: 0%
Not at all Comfortable: 0%

Cât de confortabil vă simțiți cu folosirea tehnologiei în urma participării la curs?
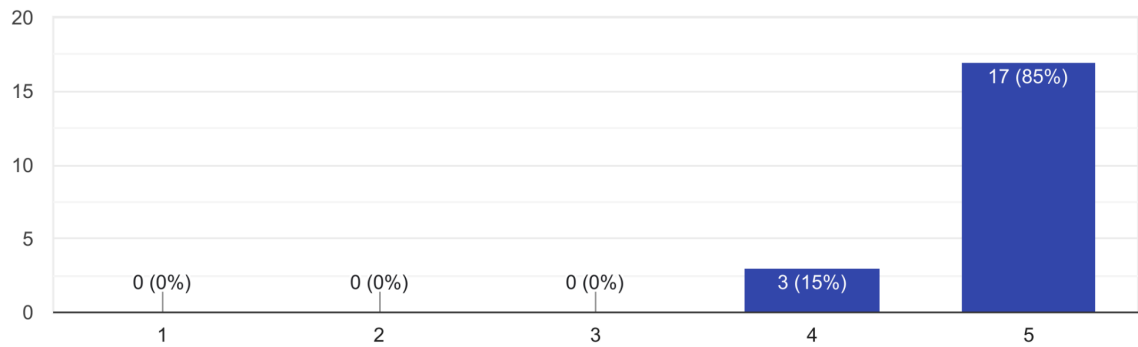20 responses

- ● foarte confortabil
- ● confortabil
- ● moderat de confortabil
- ● puțin confortabil
- ● deloc confortabil

50%
10%
40%

g) Usefulness of the course: all learners found the course useful and very useful

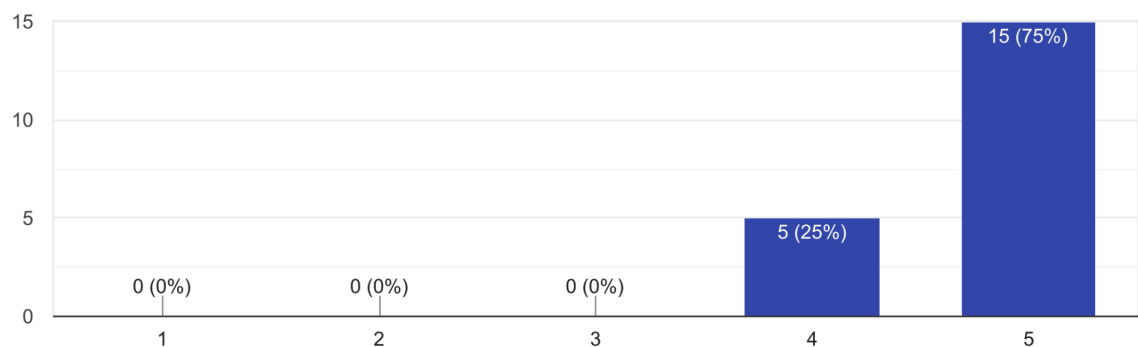## În ce măsură ați considerat cursul util?
20 responses

h) Innovative nature of the course: all learners considered the course innovative and very innovative

În ce măsură ați considerat cursul inovator?
20 responses

i) Degree to which the course is adapted to the needs of the learners:

Very well adapted: 63%
Well adapted: 31%
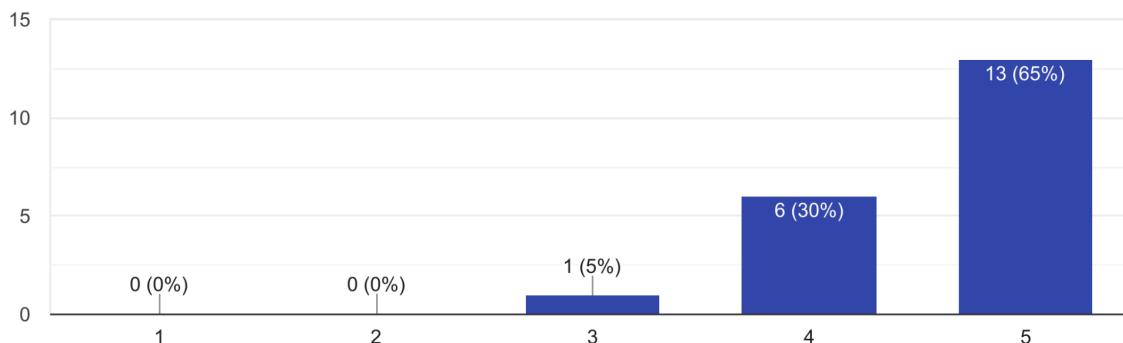Moderately adapted: 5%
Slightly adapted: 0%
Not adapted at all: 0%

În ce măsură ați considerat cursul adaptat la nevoile dumneavoastră?
20 responses

j)   Quality of content

Participants consistently rated the quality of our course content as "very good". This consistent rating indicates that the course content was perceived as excellent, providing a learning experience that met their expectations. This positive evaluation underlines the efforts made to provide relevant, informative and valuable content that was uniformly appreciated by participants. The positive feedback on the quality of the content supports the impact and relevance of our course in the context of participants' needs and expectations.

k)   Quality of digital design/format:

Feedback was consistently 'very good', indicating that the design and digital format was well received by learners. This indicates a visually pleasing experience and an appropriately structured course.

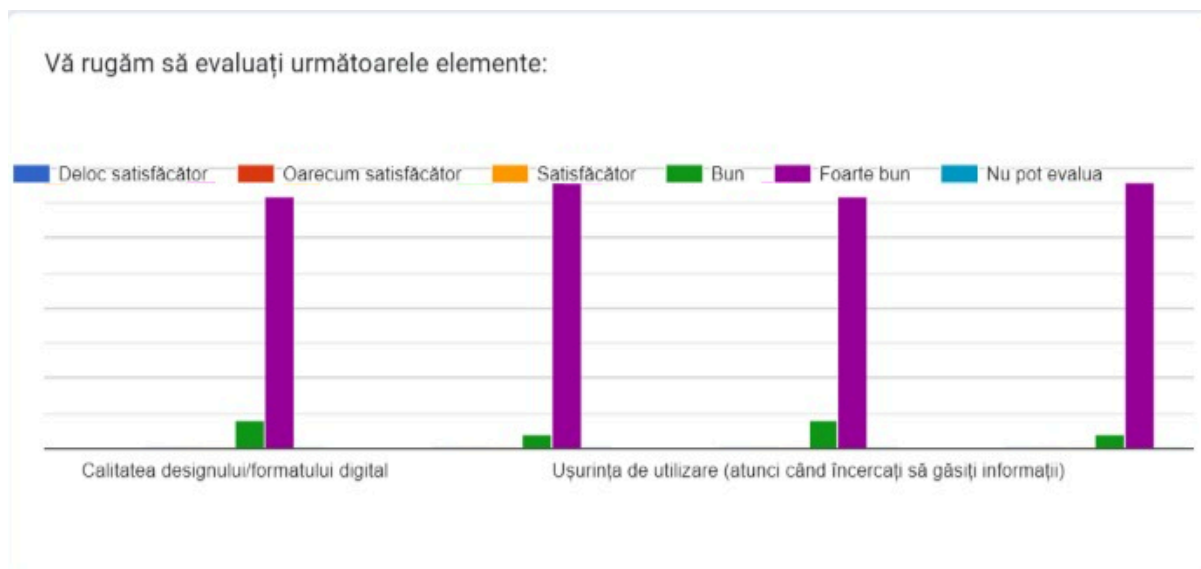Vă rugăm să evaluați următoarele elemente:
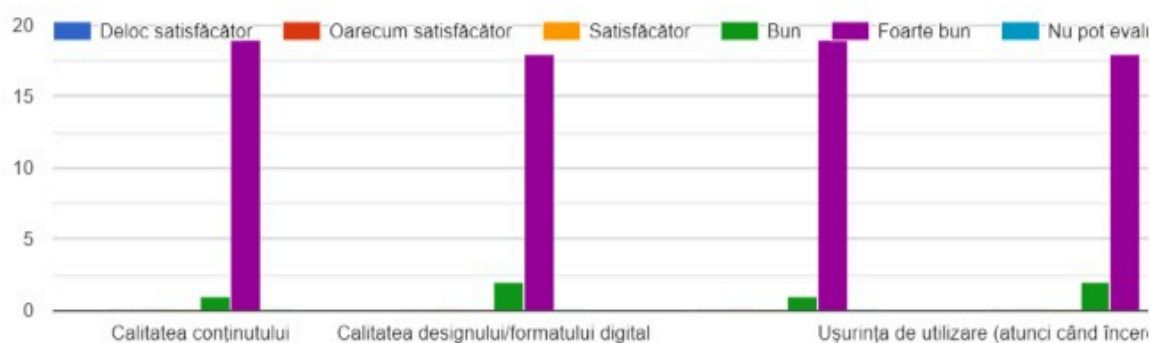
l)   Information overview:

Learners rated the overall appearance of the information as "very good". This suggests that the information provided was relevant and well structured, facilitating learning and understanding of the content.

m) Ease of use:

Most learners found the platform easy to use, expressing "very good" feedback. This is crucial for a smooth and positive learning experience.

Vă rugăm să evaluați următoarele elemente:

■ Deloc satisfăcător   ■ Oarecum satisfăcător   ■ Satisfăcător   ■ Bun   ■ Foarte bun   ■ Nu pot evalua

Calitatea designului/formatului digital   Ușurința de utilizare (atunci când încercați să găsiți informații)

n) Level of involvement/interaction:

"Very good" feedback indicates a high level of engagement and interaction between learners and course materials. It suggests active and interesting participation in course activities and discussions.

o) Motivation to pursue content:

The "very good" feedback reflects the high motivation of learners to follow the content. This indicates the relevance and interest of the content, keeping learners engaged throughout the course.

Vă rugăm să evaluați următoarele elemente:

■ Deloc satisfăcător   ■ Oarecum satisfăcător   ■ Satisfăcător   ■ Bun   ■ Foarte bun   ■ Nu pot evalua

tilizare (atunci când încercați să găsiți informații)   Motivația de a urmări conținutul   Calitatea evaluării
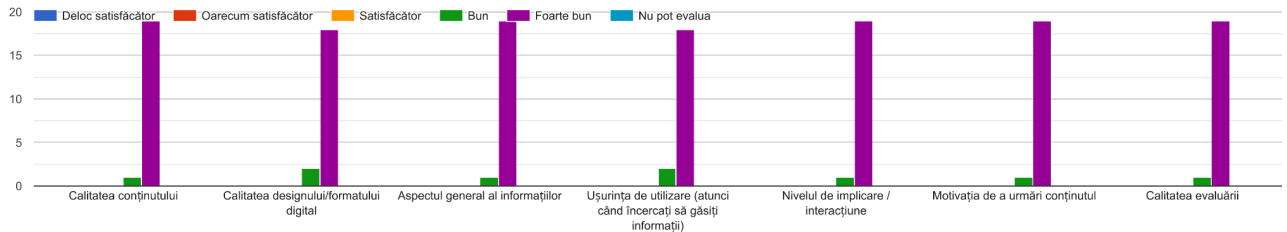
p) Quality of evaluation:

The quality assessment was also rated as "very good". This suggests that the assessments and feedback received were useful and well managed, contributing to improved learning.

Vă rugăm să evaluați următoarele elemente:

q) Suggestions:

The feedback received from participants includes positive praise and encouragement to continue with similar courses. Learners particularly noted the interest, constructive and innovative nature of the course. Some participants mentioned that they did not notice any negative aspects and expressed gratitude to the organisers. Suggestions were also made for the presentation of free applications that could be used for online courses in the future.

These findings confirm the success and relevance of our course, highlighting how it contributed to the development of participants' skills in designing and teaching online courses in social work. This information will be used to continuously improve our training programme.

4.2 Results and Progress: Comparison of final results with initial results. Highlighting the progress made by participants.

Based on the feedback and data provided by participants in the initial and final evaluations, we see a significant evolution in their knowledge and skills related to designing and teaching online courses in social work. Here are the main outcomes and progress identified:

Increased level of knowledge: Participants demonstrated an improved understanding of the fundamental concepts of online course design and delivery. Their initial feedback indicated varying levels of experience in this area, but final evaluations showed a consistent increase in knowledge for most participants.

Developing technical skills: Another notable progress was seen in the area of technical skills required for online design and teaching. Participants improved their skills in using digital tools and online platforms, which was reflected in their final evaluations.

Evaluation of progress in comfort of use of the technology indicates a significant improvement among participants. At the beginning of the course, 19% of participants were very comfortable, and this figure increased to 42% after the course was completed. Those who indicated a level of comfort at the initial assessment (42.9%) rose to 47.4% at the end of the course. In contrast, the number who indicated a moderate level of comfortable decreased from 38.1% (8 people) to 10.5% (2 people), showing a significant increase in confidence and mastery of technology for these participants. This change in the distribution of comfort levels indicates a significant improvement and increase in participants' confidence in using technology after attending the course.

Improved interaction and engagement skills: Final evaluations and observations by our team revealed a significant increase in the level of engagement and interaction both between participants and between participants and course materials. This suggests active participation and engagement in the course activities and discussions.

Progress in course design: Participants developed their skills in planning and formulating course goals, adapting methods for the diversity of participants and creating visual and interactive educational materials. This indicates a significant improvement in their ability to design relevant and engaging online courses.

Motivation and satisfaction: The final evaluations reflected an increase in the level of motivation and satisfaction of the participants. Their feedback showed appreciation for the content and structure of the course, leading to a positive and fulfilling learning experience.

Course recommendation: The majority of participants indicated that they would recommend this course to others, suggesting their level of confidence in the quality and relevance of the content.

In conclusion, the results and progress noted in these areas indicate the success of the course in achieving its intended objectives and the significant improvement in participants' knowledge and skills in designing and teaching online courses in social work.

5. Impact of the Course

Skills Improvements: Presentation of the areas in which participants have improved the most.

The impact of the course on participants was significant, showing significant improvements in several key areas. Participants made notable progress in their online course design and delivery skills, as indicated by the final evaluation. An improved view of technology was also evident, with a significant increase in the level of comfort and confidence in using it. In addition, participants demonstrated a deeper understanding of the basic concepts of online design and instruction, as well as improved skills in interacting and participating with people with disabilities. These obvious improvements highlight the success of the training programme and the commitment of participants to develop their skills and knowledge in inclusive education and social work.

Applicability in Practice: Concrete examples of how the knowledge acquired has been applied in the professional context.

The applicability of the knowledge acquired in the course was evident in the way participants developed online courses tailored to the specific needs of groups of people with functional disabilities. Each team set out to create a course that met the requirements and aspirations of their target group.

The team that worked on the course for people with physical disabilities developed a course on online marketing and promotion for a business. This involved applying instructional design techniques i developing an interactive, accessible and engaging course so that people with physical disabilities could learn effective digital marketing strategies.

The Sensory Impairment Team has created a specialist digital skills course, focusing on using technology to support people with hearing or sight impairments. This involved developing content in formats that would allow these people to access and participate effectively and interactively.

The other two teams, who worked with people with intellectual and mental disabilities, created courses to increase employability. These courses were structured to provide practical job-related knowledge and develop essential skills for the labour market. In this way, participants applied their knowledge of online course design and delivery in practice to create tailored, useful and relevant educational resources for people with intellectual and intellectual disabilities.

These concrete examples demonstrate not only a deep understanding of the concepts learned in the course, but also the ability of participants to apply this knowledge in a practical and relevant way in their professional field, thus contributing to improving access and quality of services for people with functional disabilities.

Participant Feedback: Participants' views and impressions of the course and the benefits to their practice.

Feedback from course participants highlighted several aspects that they appreciated:

1. Teaching and interaction:

Participants appreciated the interactive way and the trainer's involvement in the teaching. The constant interaction between learners and trainers was mentioned as particularly valuable.

Practical exercises and simulations were appreciated aspects, indicating that they provided a practical and interactive learning experience.

2. Professionalism and quality of the course:

The professionalism of the team and the quality of the course were repeatedly pointed out. Participants mentioned the good organisation and clear thematic structure, which contributed to an in-depth understanding of the topics.

The quality and diversity of the content was also highlighted, indicating that the course covered a wide range of relevant information.

3. Interactivity and applicability:

The practical application of the knowledge was emphasised, with specific mention of how the content can be applied in practice, particularly in the context of working with people with disabilities.

The interactivity of the course, including open discussion and constant interaction, was seen as key to the learning process.

4. Involvement and dedication of the trainer:

The trainer's involvement and dedication was appreciated, especially in conveying quality information. The warm and open atmosphere created by the trainer made the participants feel comfortable and involved in the learning process.

These feedbacks indicate that the course succeeded in providing not only theoretical information but also a practical and interactive experience, essential for deepening knowledge and developing the skills needed to design and teach inclusive and effective online courses.

6. Conclusions and Recommendations

General Conclusions: Main conclusions drawn from the impact assessment.

Our impact study on the course "Designing Online Courses in Social Work" showed remarkable results and significant progress in developing participants' skills. The main findings can be summarised as follows:

Increasing online skills: Participants saw a significant improvement in their skill level in designing and teaching online courses. The noticeable progress observed in the final evaluations reflects the commitment and constant efforts of the participants.

Improved technology comfort: Participants' comfort in using technology has increased significantly. This indicates that they not only gained theoretical knowledge but also acquired practical skills in using online tools.

Interactivity and applicability of knowledge: Constant interactions and open discussions fostered a deeper understanding of the topics and facilitated the application of knowledge in practical contexts. Participants were able to identify and solve specific problems related to online teaching.

Participant involvement and satisfaction: Extremely positive feedback and the high level of involvement underlined the value of the course in the eyes of the participants. Appreciation of the interactive form of teaching and the professionalism of the team contributed significantly to this overall satisfaction.

Recommendations: Tips and suggestions for future improvement of the course or similar initiatives.

Based on our findings, we make the following recommendations for future training initiatives:

Continue interactive courses: Similar initiatives should continue to adopt interactive and practical teaching methods to maintain engagement and active learning of participants.

Continuous development of technical, methodological and digital skills: Future courses should pa PAGE * MERGEF particular attention to developing the technical skills needed to design and administer online courses to ORMAT 2 meet evolving technology and market requirements.

Implement constant feedback: Establishing an ongoing feedback system for participants can provide useful information for improving content and teaching methods.

Promoting diversity and inclusion: Addressing the different needs of participants, including people with disabilities, should be a central component of future courses to promote inclusive education.

Continuation of practical sessions: The range of practical exercises and simulations can be extended to give participants more opportunities to apply their knowledge in a controlled environment and receive specific feedback.

7. Attachments

7.1. Initial assessment form

7.2. Final evaluation form

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